

# Title II of the Higher Education Act Institutional Report

Report Year 1  
Academic year: 1999-2000  
Fall 1999, Winter, 2000, Summer 2000

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## Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

**Table C1:** Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<b>Institution Name</b>	Fontbonne College						
<b>Institution Code</b>	6216						
<b>State</b>	Missouri						
<b>Number of Program Completers Submitted</b>	90						
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	88						
					<b>Statewide</b>		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Professional Knowledge</b>							
<b>Academic Content Areas</b>							

ELEM ED CURR INSTRUC ASSESSMENT	011	20	18	90%	1614	1547	96%
EARLY CHILDHOOD EDUCATION	020	2			256	256	100%
MATHEMATICS: CONTENT KNOWLEDGE	061	1			126	123	98%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	7			276	269	97%
ART CONTENT KNOWLEDGE	133	3			75	75	100%
<b>Other Content Areas</b>							
HOME ECONOMICS EDUCATION	120	9			18	18	100%
SPEECH COMMUNICATION	220	1			35	35	100%
<b>Teaching Special Populations</b>							
SPEECH-LANGUAGE PATHOLOGY	330	23	23	100%	112	111	99%
SPECIAL EDUCATION	350	22	22	100%	207	207	100%

**Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<b>Institution Name</b>	Fontbonne College					
<b>Institution Code</b>	6216					
<b>State</b>	Missouri					
<b>Number of Program Completers Submitted</b>	90					
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	88					
				<b>Statewide</b>		
<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	33	31	94%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	10	10	100%	101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	45	45	100%	319	318	100%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	88	86	98%	3678	3553	97%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: 358

**B Information about supervised student teaching:**

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? 66
3. Please provide the numbers of supervising faculty who were:

5 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

0 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

4 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 9

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 7.3/1
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 30 hours. The total number of weeks of supervised student teaching required is (\*see III-A). The total number of hours required is (\*see III-A) hours.

**C Information about state approval or accreditation of teacher preparation programs:**

6. Is your teacher preparation program currently approved or accredited by the state?  
X Yes      \_\_\_\_\_ No
7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? \_\_\_\_\_ Yes      X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

**Section III. Contextual information (optional).**

**A. Please use this space to provide any additional information that describes your teacher preparation program(s).**

\* The number of weeks of supervised student teaching varies with our different programs. Elementary, middle school and secondary programs require a minimum of eight weeks of student teaching. Early Childhood and Early Childhood Special Education programs require a minimum of 12 weeks. Deaf/Hearing Impaired and Special Education/Elementary require 16 weeks. Therefore, the total number of hours will range from 240 to 480.

Fontbonne College is a four-year, coeducational, liberal arts institution founded by the Sisters of St. Joseph of Carondelet in 1923. With a student/faculty ration of 11:1 and more than 2000 students, Fontbonne is known for the personal care and concern that come from a small school environment.

Fontbonne College offers teacher certification programs in 16 areas. The Teacher Education Division of the state of Missouri Department of Elementary and Secondary Education accredits all certification programs. Fontbonne is currently in the process

of seeking NCATE accreditation. Fontbonne College is changing its definition of program completer to include successful completion of the Praxis exam.

Fontbonne College prides itself in preparing students to serve high need school districts in the area. Data gathered in 1998 indicates that 42% of its graduates teaching in Missouri public schools were employed by the City of St. Louis Public Schools and the Special School District of St. Louis County. In a similar vein, Fontbonne partners with the St. Louis Public Schools and the St. Louis County Special School District to offer the Career Builder program. This program supports the efforts of paraprofessionals and teacher assistants to become certified Special Education teachers. Programs in early childhood education, speech-language pathology, deaf education, and family and consumer sciences also provide certification in areas of high teacher shortage.

**B. Missouri has asked each institution to include at least the following information.**

**1. Institution Mission**

**MISSION STATEMENT**

Fontbonne College is a coeducational institution of higher learning dedicated to the discovery, understanding, preservation and dissemination of truth. Fontbonne seeks to educate students to think critically, to act ethically and to assume responsibility as citizens and leaders. Fontbonne offers both undergraduate and graduate programs in an atmosphere characterized by inclusion, open communication and personal concern. The undergraduate programs provide a synthesis of liberal and professional education. As a Catholic college sponsored by the Sisters of St. Joseph of Carondelet, Fontbonne is rooted in the Judaeo-Christian tradition.

***Values***

Fontbonne College continues the heritage of the Sisters of St. Joseph by fostering the values of quality, respect, diversity, community, justice, service, faith, and Catholic presence.

***Commitment***

Fontbonne College is committed to:

- achieving educational excellence
- advancing historical remembrance, critical reflection, and moral resolve
- encouraging dialogue among diverse communities
- demonstrating care and dignity for each member of the community
- serving the larger community
- preparing competent individuals who bring an ethical and responsible presence to the world

**2. Educational Philosophy**

**ACADEMIC VISION STATEMENT**

Fontbonne College brings to St. Louis an informed and discerning presence that is evident in scholarship, the arts, the professions and service. By combining a pursuit of academic excellence with an evolving awareness of the world's needs, the Fontbonne community seeks to strengthen the relationship between the educated person and a diverse society. Through an emphasis on teaching and learning, the College promotes vital interaction between intellectual engagement and social responsibility, giving meaning to information and insight to the inquiring mind. In an open, caring and challenging environment, students and teachers integrate knowledge from the liberal arts and professional programs, developing the understanding and skills central to a thoughtful and committed life.

**3. Conceptual Frameworks**

**CONCEPTUAL FRAMEWORK STATEMENT**

The teacher certification programs at Fontbonne College seek to develop informed professionals who will bring a discerning presence to the larger educational community. Through an emphasis on teaching and learning, our programs promote a vital interaction between intellectual engagement and social responsibility, bringing meaning to information and insight to the inquiring mind. In an open, caring, and challenging environment, students and faculty integrate knowledge from courses in the liberal arts and teacher education, developing the understanding and skills central to reflective and committed work in the teaching profession. Fontbonne prepares preservice teachers who, as reflective decision makers, consistently assess the effects of their values and actions on others. By combining a pursuit of academic excellence and an evolving awareness of the world's needs, Fontbonne's programs thereby strengthen the relationship between the education person and a diverse society, helping to make the certified teacher a force for growth, learning, and social justice.

4. **Program completers who teach in the private schools and out of state**  
**Private Schools: 11**  
**Out-of-State Schools: 6**